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ABSTRACT

This handbook outlines three courses with a global approach which have been implemented in the Livonia Public Schools, Livonia, Michigan. Existing global realities--the growing interdependence of nations and peoples, the depletion of nonrenewable resources, and the ominous world food problem--make it imperative that schools teach global studies. The first course focuses on world history and explores the chronological development of man and civilization from his primitive beginnings to his present complex world, with emphasis on global interdependence and its many facets. The second course deals with U.S. history, showing the merger of many diverse people and cultures and the resultant change from a traditional society to a modern society. Also, it compares this growth to show our dependence/interdependence politically, economically, and socially from/to traditional and modern societies in other parts of the world. The third course examines specific global issues of the teacher's choosing. Each of the three outlines contains a brief description of the course, general objectives, and suggested materials. Unit outlines indicating specific objectives, and sample activities are then provided for each course. The many and varied activities involve students in reading and discussing literature, making outlines, conducting research, listening to guest speakers, taking field trips, constructing maps, writing papers, viewing audiovisuals, and presenting dramas. (Author/RM)

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GLOBAL EDUCATION

CURRICULUM HANDBOOK

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SOCIAL STUDIES

SO 013 809

CURRICULUM HANDBOOK

SOCIAL STUDIES

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THE SCHOOL OF GLOBAL EDUCATION

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TABLE OF CONTENTS

Social Studies Curriculum 9
Sequence I 15
Social Studies: Sequence I - General Objectives 18
The Making of Civilization 19
Early Civilizations of the Mediterranean 20
Asian Emergence and Development 22
Africa and the Middle East 23
Faiths and Leaders 23
Classical Antiquity 24
Global Transitions 25

Sequence II 27
Social Studies: Sequence II - General Objectives 27
Beginning Through Colonialism - Through 1760 29
Federalism - 1760-1820 30
Expansionism - 1820-1850 31
Regionalism/Conflict - 1850-1865 32
Reconstruction - 1865-1870 33
Industrialization, Urbanization, Immigration - 1870-1900 34
Imperialism - 1885-1905 34
Progressivism - 1900-1915 35
World War I - 1915-1920 36
Roaring Twenties - 1920-1929 37
Depression and the New Deal 1930-1939 38
World War II - 1940-1945 39
Global Implications - Past to Present 40

Sequence III 41
Social Studies: Sequence III - General Objectives 44
Sociological Aspects 46
Biological/Ethical Aspects 47
Technological 48
Conclusion: Conflict Resolution: Adaptation to Change 49

PREFACE

Schools do not exist in a social vacuum. When major changes occur in society, the schools have an obligation to be cognizant of these new conditions. This principle has been described with imagination and wit in the allegorical educational classic by Harold Benjamin entitled **The Saber-Tooth Curriculum.**

According to this book, there lived a primitive tribe whose livelihood and existence depended upon fish-grabbing, horse-clubbing, and tiger-scaring. So vital were these skills that Fish-hatchet opened a school to teach them to the oncoming generations. The curriculum of this school reflected life's needs, the teacher was skillful, the pupils were well motivated, and the tribe prospered.

Time passed, conditions changed. The melting glaciers muddied the waters and made it impossible to catch fish by grabbing; the wooly horses were clubbed to extinction: the deadly saber-tooth tigers retreated to warmer climates, thus making unnecessary the art of scaring them.

But in the meantime, the curriculum had firmly established itself in the schools. Teachers trained in fish-grabbing, horse-clubbing, and tiger-scaring were reluctant to substitute new materials. They pointed out the transfer-of-learning values in the old curriculum. They shut their eyes to the fact that training in fish-grabbing was no longer applicable, that the ability to club a non-existant horse was an empty accomplishment, that the art of torch-waving to scare away tigers that had already migrated elsewhere was unrelated to new societal conditions.

The curriculum of this primitive society was originally grounded in social realities. It met life's needs. Then the situation changed, and the whole curriculum became outmoded.

We are at a similar epochal state in society today. Existing global realities - the growing interdependence of nations and peoples, the depletion of nonrenewable resources, the ominous world food problem - these and many other harsh realities make it imperative that schools in contemporary society address themselves to such conditions.

The School of Global Education in Livonia exemplifies the principle that the curriculum and society are interrelated. The society of which we are all a part now extends from the local to the international. It follows that the world is, indeed, our campus.

—Stanley P. Wronski
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SOCIAL STUDIES/INTRODUCTION

"We are all citizens of one world, we are all of one blood. To hate man because he was born in another country, because he speaks a different language, or because he takes a different view on this subject or that, is great folly. Desist, I implore you, for we are all equally human... Let us have but one end in view, the welfare of humanity."

— John Amos Comenius (1592-1670)

Humans have been talking for generations about their common needs, their common concerns, their common aspirations. It is only in these last few years of the millennium, however, that the desperate need for a global coming together - caused by unprecedented and growing human inter-dependence - has been so transparent. We are a long, long way from this coming together. Technology has progressed light years, education has maintained an amazing stasis. Our youth, in fact, may be no differently prepared for their lives in the future than were the youth of thirty-five years ago.

We have read reports in popular magazines that the global awareness of American high school students in abysmal, that 50 percent of sampled 12th graders tested could not identify correctly the Arab country from these four choices - Egypt, Israel, India, and Mexico. (A similar ETS study done in 1980 indicates equally depressing results.) What has **not** been widely enough publicized, however, is that fewer than 5% of the **teachers** trained in the early 70's have had any exposure whatsoever to international, comparative, area and other intercultural courses in their work for certification. (This is according to a 197? survey conducted by the AACTE.)

In 1900, there were 60 nongovernmental transnational organizations - e.g., churches, Rotary, unions, business; in 1970, there were 2,300 such organizations. In 1990, how many? The world is rapidly changing. Are we in the United States keeping pace?

The Livonia Public Schools' School of Global Education is based on the premises that the globe is a human environment and that there is an increased interdependence among the world's inhabitants. By virtue of the impact of instantaneous communication systems, rapid and less expensive worldwide travel, the presence and complexity of an international monetary system, the growth of multi-national corporations, the international ramifications on the ecological balance of decisions made by single nations, and the recognition of the limited amounts of natural resources, the world is becoming ever smaller and more integrated. Despite this, very little is now being done in the United States to educate citizens to cope with significant global issues.

In 1977, the major opportunity for students in the senior high schools in the Livonia Public Schools to acquire a minimal sense of world identity was through the World History course. Less than 10 percent of the potential tenth grade population of 2,900 students elected this course, thus severely limiting the number of pupils exposed to even a modicum of global education in our senior high schools.

The School of Global Education began in the Livonia Public Schools in September, 1978, as a subschool of Stevenson High School when seventy students from grades 10-12 elected to participate. The Global Education curriculum was written so that the academic commonalities would be integrated in the curriculum within a global framework. The school has a staff of four teachers and a teaching director, plus teachers from various disciplines. This allows some flexible scheduling, team teaching, and an interdisciplinary approach to concepts.

Involvement with citizens of the community is also an integral part of Global Education. There is an active Parent Advisory Committee which participates, not only in the planning, but also the implementation of the school's program. Community involvement is achieved through the acquisition of resource people for the global seminars. Many students have been involved in community projects where they act as tutors for people of other nationalities.This is best exemplified in the Federally-funded LASED program where some students go into Detroit's Latino community, and in the (ESL) English as a Second Language Program which is offered in the Livonia Public School district. Several distinct projects emphasizing help for others have come out of Global Education, but perhaps the most dramatic involving global students, parents, the community, and students in another Livonia high school was the Hunger Project.

It began with a visit by Bishop Thomas Gumbleton who had recently returned from a Christmas with the hostages in Iran. In a touching and persuasive speech, he spoke of world hunger: "People in the U.S. are most generous in their desire to help when they hear about suffering. But our reaction of wanting to send money and food to people like that just won't solve the problem...The things I have mentioned (in my speech) are part of the world political structure and they are not things that can be changed easily. It will take long-term commitment." After this introduction to hunger, within the week, the students all volunteered to go on a 36-hour fast in order to feel the actual physical pangs of hunger - however slight they may be. At the end of this fast, 150 of them were taken on an "exposure" trip to downtown Detroit's Cass Corridor where hundreds face real hunger daily. For some students it was the first visit to a lower than middle-class neighborhood. On returning to Livonia, they were brought to a local church for lunch - a 3rd world lunch. As they got off the school bus, they were given a card stating whether they would sit at table 1, 2, 3, or 4. They entered the church and sat. One table was laden with food, had eleven "diners," and was surrounded by armed "soldiers." The other tables had varying amounts of food from none to little and

too many "diners." The pastor of the church announced, "You've received tickets to the different tables strictly by chance. It's also strictly by chance that you were born in this country and have plenty to eat." The students without food, however, could have as much as they wanted - if they signed a contract with "strings attached." Some students were torn between individual "national" pride and hunger: they elected not to be beholden to the U.S. table. The soldiers (R.O.T.C. guards) helped to increase the reality of this entire experience.

Many students figured out what they were supposed to learn but a 30-hour hunger made them less calm, less rational: they wanted to storm the table of plenty. The closing response from one student was "Not only did I learn what it **feels** like to be hungry but I got a much better idea of how people in other parts of the world might feel about us. And it don't make made me feel so good!"

These issues that are part of every American's global awareness cut across virtually the entire curriculum and offer opportunities for school based activities out in the community. It is entirely appropriate that one of the curricular choices in global education should be an alternative school. It is viable for a large school which wishes to try a multi-disciplinary curriculum with a global education focus but with minimum school disruption.

The global interconnectedness of choices and events has been dramatically illustrated recently by the economics of the auto industry, gold and precious metals, the international monetary units, and by events in Central America, Iran, Afghanistan, and even by the Moscow Olympics debate. If all this affects our individual lives, why, then, is this significance not reflected in the curriculum of most American high schools?

In recent years, a growing concern is that we have all, in the secondary schools, become more departmentalized, (See Evelyn E. Robinson "Let's Stop Dissecting the Curriculum," **Ed. Leadership,** April '80) fragmentized, divorced from what's happening in other departments. And yet secondary school is really too early for such student specialization. There is hardly a discipline today that is not so split that overview is difficult **even within** the particular discipline. We need more interdisciplinary **cooperation** to bring all those pieces together otherwise like Humpty Dumpty we will simply continue to sit amidst the fragments of our system. Social scientists need to struggle to examine the products of pure science and technology and their impact on society; scientists need to struggle to weigh the necessary awareness, support and values of the society in which they work. We are becoming, according to world food expert George Borgstrom, "specialists who, like the prairie dog, burrow deeper into the ground and are hiding in our individual holes, only occasionally getting up above the ground to scan the horizon and get a view of the surroundings." Probably, a key to these inter-relationships is the **humanities** where thinking and feeling people reflect their values in the struggle to integrate all these areas because they recognize that it is in direct proportion to our abilities to communicate, interact, and empathize that we grow as a society. And all these attempts to inter-

relate are manifested locally, nationally, and globally.

These "thinking, feeling" people are all part of the pluralistic or multi-cultural society that is both global and national. Few countries are more representative of multi-culturalism than the United States. What we do in our school social studies relative to society has far reaching implications, then, for understanding and accepting present diverse cultures in our own country and in other parts of the world. In the ASCD publication **Multi-Cultural Education** (1977), Florence Yoshiwara writes:

> The issues are threefold: (a) the necessity of studying root cultures to give dignity to and create acceptance of non white minorities; (b) the necessity of studying root cultures as a means of learning about alternatives and change; and (c) the relationships created by the expanding interdependence of world nations.

The role of the social scientist in this respect is clear. The knowledge, skills, and conduct implicit in the construct "citizenship" belong to the social studies class above all others. But an up-to-date interpretation of citizenship in most major countries of the world also necessitates a local, national, and international perspective of the several roles we have to play in society.

According to recent articles, "global studies" or "global education" refer to this education which will prepare students for the future – locally, nationally and internationally. It implies the skills necessary to function as a contributing, perceptive, compassionate member of today and tomorrow's world. It implies a knowledge of the values, concerns, aspirations, and needs of our immediate neighbors as well as our global neighbors. To do this well, however, requires a knowledge of the past to understand the present and a knowledge and critical perception of the present to prepare for the alternatives of the future. The concept of interdependence must start in a personal awareness on the part of our students: it must start in the school when we "put the pieces together."

Teaching teams, shared resources, annotated books, lists, integrated curriculum units, community involvement, reading and discussion, simulated global issues, multi-cultural studies, out-of-school experiences, and the use of the media can all emphasize our inter-dependence. Many of the foregoing must be used in a global education program. We simply do not think, operate our lives on academic disciplines such as social studies, English, math, or science. We operate in terms of values, choices, and a Gestalt awareness. All our skills, all our learning at any given point are brought to bear on issues and problems. It is logical, then, that we should look at secondary education holistically and globally. One way to do this is in the operation of global seminars.

Topics are planned and implemented cooperatively by staff, outside resource people, and students. Division of student body is arranged around a global topic; each group then has the responsibility for sharing their program with their global peers, students in the regular school, and the community. "It's great – we get to do everything the

rest of the students in the high school do, but they don't get to do everything we do," said one student. His reaction tells us how he feels but what the students in global education do is shown in the following list of global issues treated in depth during the academic year 1979-80 by the staff. A persual of these topics will provide some perspective on the necessary resources - human and material.

Based on the 4 Global Education Concepts:
1. Communication
2. Change
3. Conflict
4. Interdependence

SEMINARS for 1979-80

Coverage	Date	Theme
School and Community	January, 1980	"FOOD/HUNGER" Agronomy Hydroponics Advertising Vitamins, Minerals (Speaker, panels, 30-hour fast, 3rd world meal, printed materials)
Global Education School	February, 1980	"HUMAN RIGHTS" - Workshop
Stevenson High School	April, 1980	"INTERNATIONAL TERRORISM" (Speaker, panels, and printed materials)
Stevenson High School	May, 1980	"STANDARDS OF LIVING" Health, Food/Hunger Economics Energy Pollution Population Education
School and Community	May, 1980	"CHANGING ROLE OF FAMILY" Population, Family Size Grouping Alternative Family Styles Sex Roles Gerontology Religious Implications

If, in arguing for global education within the social studies curriculum, we focus only on economic conditions - surveys and percentages - we are doomed to failure. It is in this respect that the humanities and multi-cultural studies in literature, fine arts, music, and art of communication, and others - are indispensible tools for the social scientist to probe our human commonality.

To accomplish our goals, we require:

a. Teachers of various disciplines willing to work together to produce cross-disciplinary units, courses, materials.
b. Time allocated to do this.
c. A perceptive, visionary administration that is supportive.
d. Materials that truly reflect the contributing factors to diverse cultures - music, dance, art, film, sports, architecture, technology, literature etc.
e. Collections of reading and non-print media carefully produced to show their relationship to several academic disciplines.
f. Facilitating and working interdepartmental curriculum committees.

The slogan "Think globally, act locally" is most appropriate in education for it is in local schools that we find those creative, enthusiastic, co-operative social studies teachers who will have the courage to struggle in order to create something new and the courage to prepare their students to cope with an inescapable future of global interdependence.

—Jonathan Swift
Director
The School of Global Education

SOCIAL STUDIES/SEQUENCE I

WEEK	SOCIAL STUDIES
1.*	The Making of Civilization
2.*	
3.*	
4.*	
5.	
6.	Early Civilizations
7.	
8.	
9.	**Asia** - Ancient India
10.	
11	**Asia** - Ancient China
12.	
13.	Africa-Ancient
14.	
15.	Religious - Asia - Traditional China: Taoism & Confucianism
16.	China: - Traditional Japan: Shintoism
17.	Japan - Traditional India: Hinduism & Buddhism
18.	**Middle East** - Traditional: Islam,
19.	Judaism & Christianity
20.	WEEK OF FINAL EXAMS
21.	**Asia** (Cont'd) Modern Japan, China
22.	**Asia** (Cont'd) India
23.	**Asia** (Cont'd) S.E. Asia
24.	**Middle East** - Modern
25.	(U.N. Model Unit)
26.	**Europe** Classical Antiquity
27.	
28.	
29.	**Europe** - Middle Ages
30.	
31.	
32.	**Europe** from Rennaiss. to Modern
33.	
34.	
35.	**Africa** - Colonial and Modern
36.	
37.	**East Europe**
38.	

39.
40. Review and Exam

WEEK	LANGUAGE & LITERATURE, ART
1.*	The Creative Process: The Evolution of
2.*	Thought, Writing, Arts
3.*	(Skills: Notetaking, outlining, etc.)
4.*	Language & Communication
5.	Language & Communication Concept of Universality
6.	Introduction to Mythology: Beginnings of Literature:
7.	Myth, Legend, Epic, the Hero
8.	(Skills: Expository paragraph writing.)
9.	Literature: examples from ancient epics of Mesopotamia
10.	& India.
11.	Early Chinese Literature and Artifacts.
12.	Lao-Tzu & Kung Fu Tzu
13.	Early African Lit. & African Languages
14.	Early Interpretation of Myths & Languages
15.	The Nature of Religion: personal research
16.	The Nature of Religion: personal research
17.	(Skills: Intro to Poetry, Imagery)
18.	(Poetic examples - haiku, quatrain,)
19.	(ballad form, limerick)
	Literature: The **Ruba'iyat, 1001 Nights, Bible**
20.	Essay Type
21.	Comparative Religions: A synthesis of similarities &
22.	differences, sacred writings
23.	
24.	(Skills: vocabulary building, writing the personal paragraph
25.	material of autobiography
26.	Exam. of the Elements of Great Architecture
27.	Origins of the Theater: Tragedy:
28.	**Oedipus,** comedy: play by Aristophanes
29.	
30.	Development of the English Language
31.	Introduction to Shakespeare: **Macbeth**
32.	
33.	
34.	
35.	Modern African Literature
36.	
37.	Careers Unit: career lusters, prerequisites
38.	

39. Wrap-Up & Review
40. Exam

* At the same time, there is an attempt to enhance the students' sense of wonder by the contemplation of the Universe at the Michigan State University Planetarium and in the Science Room. Tracing the theory of continuous creation is a speculation for the teacher-scientist, anthropologist, geographer, linguistician, geologist, and person of letters.

Title of Course: Social Studies: Sequence I

Course Description:

This course will explore the diverse though chronological development of man and civilization from his primitive beginnings to his present complex world, with emphasis on global interdependence and its many facets.

General Objectives: The student will be able to:

1. Give examples of how people have arrived at different solutions to similar problems.
2. Show how as civilization has progressed it has become more interdependent.
3. Demonstrate how trade, transportation, and communication have tied the world together.
4. Tell how increased urban dwelling has magnified and created many new problems for humankind.
5. Explain that because of increased interdependence it is important to understand and appreciate other cultures.
6. Trace how the inventions, philosophy and religion of a culture can influence and change both that culture and others.
7. Show that through the arts, people have been better able to understand themselves and their world, which can lead to better understanding and enrichment of one's life.
8. Demonstrate how changes in society may be followed through their art forms: painting, sculpture, music, literature, and architecture.
9. Know why people should recognize the dignity and worth of the individual.
10. Prove that excessive social stability can stand in the way of progress.
11. Recognize that cooperation and compromise are necessary in order to achieve peace and general well-being.
12. Tell why in order to achieve well-being, the most intelligent utilization of resources is necessary.
13. Show how political philosophy and cultural background have affected the historical development of the "rights of man."
14. Demonstrate how different value orientations may result in differing political, economic, and social values.
15. Explain why each individual should achieve adequate horizons of loyalty in order for a society to function properly.

Suggested Materials:

32 Problems in World History, Edwin Fenton. Scott, Foresman & Co., Chicago, 1964

Early Man, William Howells. Time-Life Books, New York, 1965

The Epic of Man, Lincoln Barnett. Time Inc., New York, 1961

Man's Cultural Heritage, Paul Welty. J.B. Lippincott Co., Philadelphia, 1965

People and Progress, J. Norman Parmer et al., Laidlow Bros., River Forest, Illinois, 1978

Title of Unit: "The Making of Civilization"

Specific Objectives: The student will:

1. Locate principal continents, countries, capitals, and bodies of water on a world map.
2. Demonstrate awareness that history can often be defined as **interpretation,** and be able to justify his explanation.
3. Accurately distinguish between historical fact and opinion, and demonstrate understanding that there are some statements/concepts which defy the above classifications and should not be identified as either fact or opinion due to the lack of evidence or emotional nature of such statement/concepts.
4. Write an acceptable definition of **"Frame of Reference,"** and explain how it may significantly affect perception and opinion.
5. Demonstrate familiarity with school library resources through proper and efficient utilization thereof in a written report.
6. Demonstrate understanding of differing value systems and class struggle and power in a society as learned through participation in **"Star Power"** and **"Alligator River"** simulation exercises by writing a clear and complete summation.
7. Demonstrate awareness of basic theories of evolution and creation either debating or writing an essay backing one point of view and refuting the opposite position.
8. Demonstrate an increased interest and awareness in the beginnings of civilization and early humans.

Sample Activities:

1. Prepare appropriate maps and properly spell principal world continents, countries, capitals, and bodies of water.
2. Properly define a list of one hundred basic social studies terms.
3. Why is much of history **interpretation?** Write an essay arguing your point of view.
4. Choose various historical sources and attempt to properly classify/separate facts from opinion.
5. Read and explain several definitions of **"Frame of Reference."**
6. Participate in a simulation exercise e.g. **"Star Power"** and **"Alligator River."**
7. Read, answer written questions, and be able to discuss textbook assigned readings.
8. Take effective notes and construct a proper outline from both oral and written sources then compare them to those of your classmates.
9. Demonstrate familiarity with the **SQ4R Learning/Study Technique (Survey, Question, Read, Write, Recite, Review).**
10. Participate in an activity (research project, oral report, seminar) which will require proof of specific cognitive knowledge and social studies skills.
11. Read the section in **People and Progress** entitled "Global Perspective" (p. 68). How does this use of the term "global perspective" resemble or differ from the current use of the term?

Title of Unit: "Early Civilizations of the Mediterranean"

Specific Objectives: The student will:

1. Draw accurate conclusions from primary source material.
2. Differentiate between the four principal ancient families: the Sumerians, Semites, Egyptian, and Indo-Europeans in the Middle East.
3. Define/explain the term "social consciousness" regarding ancient Egyptian society.
4. Compare/contrast the main Semite families.
5. Explain the changing roles of Egyptian Pharaohs.
6. Demonstrate familiarity with Middle East geography, both past and present.
7. Research a topic on early Mediterranean civilization and do a report.
8. Write a description of a hypothetical civilization from examination of given artifacts.

Sample Activities:

1. Compare Babylonian (The Code of Hammurabi) and Hebrew (The Old Testament) society regarding: class structure, means of living, law and government. (Suggested text: **32 Problems in World History,** pages 22-26.)
2. Reproduce an outline comparing the:
   a. Sumerians
   b. Semites
   c. Egyptians
   d. Indo-Europeans
   (Suggested text: **Man's Cultural Heritage,** pages 152-171.)
3. Construct a chart comparing the principal Semite families in:
   a. geographic location
   b. most significant rules
   c. manner of life
   d. contributions
   (Suggested text: **Man's Cultural Heritage,** pages 152-171.)
4. Compare the role of the Pharaoh during the:
   a. Old Kingdom
   b. Middle Kingdom
   c. Empire Period
   (Suggested text: **Man's Cultural Heritage,** pages 152-171.)
5. Prepare appropriate maps and compare ancient Middle East civilizations with the Middle East today.
6. Select an early Mediterranean cultural topic, research, write, and present with A.V. materials to the class.
7. Randomly pick artifacts from a "grab bag" of artifacts representing various time periods and geographic locations.
8. Read from at least three suggested text sources: **People and Progress - Readings in World History, Man's Cultural History.**
9. Visit a museum of natural history.

10. Compile a list of appropriate guest speakers (such as an archaeologist) to address the class.
11. Develop a system of hieroglyphics and attempt to communicate a meaningful statement about an invented society.
12. Read appropriate passages from significant works such as Will and Ariel Durant's **Our Oriental Heritage.**
13. Begin a time-line chart showing the chronological development and principal contributions of the societies studies for each unit during the year (beginning with early civilizations of the Mediterranean).

Title of Unit: "Asian Emergence and Development"

A. India B. China C. Japan

Specific Objectives: The student will:

1. Show how the inventions, philosophy, and/or religion of a culture can influence and change both that culture and others.
2. Demonstrate how different value orientations may result in differing political, economic, and social values.
3. Draw accurate conclusions from primary source material.
4. Demonstrate familiarity with Asian geography, both past and present.
5. Demonstrate ability to research a topic on Asian civilization and write a report/give an oral report.
6. Read, take notes, outline, and answer questions (written and oral discussion) on basic reading assignments.
7. Show how valuable insight into a culture can be obtained from the study of period literature.

Sample Activity:

1. Follow the Scholastic World Cultures Program for the Indian Subcontinent and China, consisting of a supplemental text and laboratory workbook.
2. Continue the time-line chart begun in the previous unit.
3. Prepare appropriate maps and compare emerging Asia with Asia today.
4. Continue to read, take notes or outline, answer questions, discuss, and participate in a seminar on assigned readings. (In addition to previous mentioned sources:
   India, China and Japan, Peoples and Cultures Series, McDougal, Littell & Co.
   The Ascent of Man, J. Bronowski
   Civilization, Kenneth Clark
5. Compare political, economic, and social structures of early India, China, and Japan.
6. Read and discuss the most significant period literature (see English outline, suggested bibliography).
7. Identify the major families of man that first populated Asia, their origins, settlements, and contributions.
8. Explain how geography can be significant in the development of a culture.
9. Explain the significance of the following statement, "Asia is a region of villages." Prepare an audio-visual program illustrating this statement.

Title of Unit: "Africa and the Middle East"

Specific Objectives: The student will:

1. Estimate the impact of specific groups and individuals in history.
2. Evaluate the role of religion in a society.
3. Demonstrate familiarity with African geography, both past and present, and explain how geography has been a dominant factor in the historical development of the African continent.
4. Identify the characteristics of pre-colonial African civilizations.
5. Explain the role and structure of family and social grouping in early African society.

Sample Activity:

1. Read/discuss specific assignments. (Suggested texts)
   Fersh, pp. 51-65, "What We Know is Often not so: Africa and Africans"
   Parmer, pp. 231-246, "Traditional Societies in the Middle East"
   pp. 249-262, "Traditional Islamic Civilization"
   pp. 265-280, "The Growth of Societies in Sub-Saharan Africa"
   pp. 282-290, "Life in Sub-Saharan Africa"
   (Also very useful: Rich and Wallerstein, **Africa, Tradition and Change,** Random House, Inc., N.Y., 1972)
2. View A.V. materials on African history and cultures.
3. Diagram and explain the development of the gold and salt caravan routes in ancient Africa.
4. Explain several commonly held misconceptions about Africa and Africans.
5. Take a field trip to a university or museum to view African studies/artifacts.
6. Evaluate/compare writings about Africa (African, British, and American writers).
7. Follow special unit on Africa developed by African Studies Center at Michigan State University with the School of Global Education.

Title of Unit: "Faiths and Leaders

Specific Objectives: (see English)

Sample Activities:

1. All students should be encouraged to discuss points of view in religion with their classmates of other faiths - without proselytizing or ridiculing. Whenever possible, students should attend and observe for themselves the practice of other religions.
2. A suggested simulation exercise is "Religion" found in **Interact.**
3. Invite speakers on the religions which are less familiar to Americans - Hinduism, Buddhism etc. Particularly effective is a panel of several "believers" who can present their own views on significant human issues.

Title of Unit: "Classical Antiquity"

Specific Objectives: The student will:

1. Demonstrate familiarity with the geography of ancient Greece and Rome.
2. Explain how the geography of Greece contributed to the political temperament of ancient Greece.
3. Discuss the political, economic, social, and religious structure of the oldest European civilizations known to us and their inter-relationships.
4. Compare and contrast the philosophical teachings and beliefs of Socrates, Plato, and Aristotle.
5. List the most important contributions of the Greeks and Romans to our modern world.

Sample Activities:

1. Continue the time-line chart begun in the previous unit.
2. Read appropriate passages from significant works such as **The Life of Greece** by Will and Ariel Durant.
3. Prepare an appropriate map showing the extent of the Roman Empire at its height.
4. Read and discuss the most significant period literature (an English outline, suggested bibliography).
5. Read, take notes or outline, answer questions, discuss, and participate in a seminar on these assigned readings:
   (Suggested texts)
   People and Progress, Chapter 20, The Development of Western Civilization, pages 389-407
   Man's Cultural Heritage, Chapter 13, Man Settled Greece (pages 234-245), Chapter 15, The Romans Claimed the World (pages 265-276), Chapter 17, The Romans Declined (pages 289-290).
   From 33 **Problems in World History:**

Reading	Pages	Skill	Issue
Athenian Democracy	27-33	Defining terms historically	Development of political institutions
Life Among Rome's Barbarian Neighbors	34-39	Detecting bias	Nature of Social System
Roman Law and Christian Citizens	40-45	Drawing conclusions from source material	Relationship of a legal system to a society

6. Read Pericles' "Funeral Oration" (Thucydides, Bk. II, 35-46) in class and discuss the civic ideals exhibited, (pg. 483, **People and Progress**).
7. Read and discuss the significance of the **Meditations** of Marcus Aurelius.
8. Construct a chart comparing the contributions of the Greeks and Romans.

9. Define terms as: Hellenic, Hellenistic, helots, patricians, plebians, Pax Romana. Can you list and explain any Latin or Greek terms of phrases still used today?
10. Explain how the geography of Western Europe aided the development of advanced civilizations in that area.
11. Compare Spartan and Athenian society.
12. Write a research paper on a Greek or Roman ruler/leader or philosopher and explain his significance **then**, and tell of how his ideas are or would be accepted **today**.
13. Respond effectively to the request: "Describe the effects of Christianity on the Roman Empire."
14. Discuss and evaluate the principal explanations for the decline of Rome, then address the statement, "There are parallel problems and parallel declines between ancient Roman and American society today."

Title of Unit: "Global Transitions"

Specific Objectives: The student will:

1. Demonstrate how to use fiction as evidence.
2. Demonstrate how to use artifacts as evidence.
3. Demonstrate how to draw conclusions from source material.
4. Demonstrate how to ask analytical questions.
5. Demonstrate the ability to research a topic and write a proper report/give an oral report.
6. Show how valuable insight into a culture can be obtained from the study of period literature.
7. Examine principal processes and events of the times (Crusades, Reformation, Renaissance).
8. Answer the question: "Did the growth of cities in the Middle Ages improve the way of life for people in Europe?"
9. Explain why the Holy Roman Empire was neither holy, Roman, or an Empire.
10. Define/identify such key concepts/terms as:
    a. Medieval
    b. Dark Ages
    c. Feudalism
    d. Crusades
    e. Magna Carta
    f. Renaissance
    etc.

Sample Activities:

1. Read, take notes or outline, answer questions and/or participate in a seminar on specific readings. (Suggested text) - Fenton's 32 **Problems in World History**).

Topic	Pages	Skill	Issue
13th Century France	46-55	Using fiction as evidence	Nature of a Social System
The Medieval Cathedral	56-61	Using artifacts as evidence	Role of religion in a society
A Milestone in Constitutional Government	88-92	Drawing conclusions from source materials	Development of political institutions
Machiavelli and Realistic Politics	93-98	Drawing conclusions from source materials	Relationship of morality to government
Causes of the Reformation	99-108	Asking analytical questions	Nature of causation

(Suggested text - Welty's **Man's Cultural Heritage** - Europe):

Chapter	Pages	Title
17	289-306	The Romans Decline - Others Rose
18	308-330	Feudalism and a New Era
19	333-341	Concluding Thoughts About Medieval Man
20	346-361	An Ending and a Beginning

(Suggested text - From Parmer's **People and Progress** - Europe):

Chapter	Pages	Title
21	408-428	Western Europe During the Middle Ages
22	430-448	Economic Life During the Middle Ages
23	450-464	Traditional Societies in Eastern Europe

2. Continue the "time-line" chart (throughout Welty).
3. Research a topic on the Middle Ages, then make an oral or written report to the class, or do an "arts" project.
4. Demonstrate understanding of class struggle and power in a society as learned through participation in a "Star Power" simulation exercise by writing a clear and complete summation.

Note:
By this point in the course, current affairs - particularly those relative to Africa, the Middle East, Asia and Latin America - can be introduced and global systemic relationships identified.

SOCIAL STUDIES/SEQUENCE II

Title of Course: Social Studies: Sequence II

Course description - This course will explore the discovery, formation, and continual development of the United States of America to show the merger of many diverse people/cultures and the resultant societal change from a "traditional" society to a "modern" society. Also, it will compare this growth to show our dependence/interdependence politically, economically, and socially from/to traditional and modern societies in other parts of the world.

Course Units

Unit I	Colonialism	1620 - 1760
Unit II	Federalism	1760 - 1820
Unit III	Expansionism	1820 - 1850
Unit IV	Regionalism/Conflict	1850 - 1865
Unit V	Reconstruction	1865 - 1870
Unit VI	Industrialization, Urbanization, Immigration	1870 - 1900
Unit VII	Imperialism	1885 - 1905
Unit VIII	Progressivism	1900 - 1915
Unit IX	World War I	1915 - 1920
Unit X	Roaring Twenties	1920 - 1929
Unit XI	Depression & New Deal	1930 - 1939
Unit XII	World War II	1940 - 1945
Unit XIII	Global Implications	Past to Present

General Objectives: The student will:

1. Give examples of how society has arrived at different solutions to similar problems.
2. Show how, as the nation has progressed, it has become more interdependent.
3. Demonstrate how trade, transportation, and communication have tied not only the nation but the world together.
4. Tell how increased urban dwelling has magnified and created many new problems for society.
5. Explain why, because of increased interdependence, it is important to understand and appreciate other cultures.
6. Understand how inventions, philosophies and religions of our culture can influence and change the culture.
7. Demonstrate how changes in society may be followed through art forms such as painting, sculpture, music, literature, and architecture.

8. Demonstrate a recognition of the dignity and worth of the individual.
9. Recognize that cooperation and compromise are necessary in order to achieve peace and general well-being.
10. Tell why in order to achieve the general well-being, the most intelligent utilization of resources is necessary.
11. Show how political philosophy and cultural background have affected the historical development of the "rights of man."
12. Demonstrate how different value orientations may result in differing political, economic, and social values within a pluralistic society.
13. Explain the significance of individual's loyalties in order for social groups to function properly.

Unit I - Beginning Through Colonialism - Through 1760

Specific Objectives: The student will:

1. Demonstrate familiarity with the geography of the Americas.
2. Investigate between the many tribes/groups that were the nucleus of American society - their culture, origin, area of settlement.
3. Demonstrate knowledge of basic social studies terms by defining them properly.
4. Demonstrate an understanding of the problem solving process.
5. Recognize and identify the ways in which people have to adapt to the environment for their survival.
6. Categorize the values of the earliest native Americans.
7. Trace the development of political, economic, and social structures of the European Middle Age that led to Europe's need for exploration.
8. Show how the Europeans (France, England, Spain, etc.) organized their explorations and settlements in the New World.
9. Show how the Europeans behaved towards the early native Americans so that he/she can start his/her own chronology of "immigration," "slavery," and "human rights" legislation.

Sample Activities:

1. Construct a map of North America to show settlement of various Indian tribes via identification of their language groups.
2. Construct a series of maps to show colonization, religion, and ethnic background in pre-1760 America.
3. View movies: "Early Americans," "This Land," and "Profiles in Courage - Anne Hutchinson."
4. Class will generate list of "puritan" ideals. Individual will then assess **his** values: agree - undecided - disagree; like - neutral - unlike.
5. Class will discuss their ideas as to why these differences occur.
6. Students will pick topics of their choice and write a descriptive paper to evidence life in New England Colony, South America Colony, or Indian tribe.
7. The student will formulate a chart to show "common values," emerging from the "variety" of colonial settlements, which identify "Puritanism."
8. Formulate a chart to show the "beginnings" of America's pluralistic society and probable reasons for emigration.
9. Formulate a chart to show the importance of the existance and the roles of many religions in the colonies.

Unit II - Federalism 1760 - 1820

Specific Objectives: The student will:

1. Recognize and identify conflict/conflict resolution.
2. Recognize and identify compromise.
3. Identify characteristics of liberty.
4. Identify the role of the individual in the process of government.
5. Demonstrate understanding of the functions/role of government.

Sample Activities:

1. Students may try a comparative examination of the national constitutions of the U.S., the Soviet Union, and the People's Republic of China. How do they treat "freedom?" Are "rights" the same in all three nations? Is there a mention of "responsibilities?" Try making a large chart.
2. Students will list and rank order those "ideas" they feel the colonists deemed necessary for liberty.
3. Class will make list of those "ideas" they feel the colonists deemed necessary for liberty.
4. Students will form a government for the School of Global Education.

Unit III - Expansionism 1820 - 1850

Specific Objectives - The student will:

1. Recognize and identify the cause and effect of expansion upon expansion.
2. Demonstrate knowledge of principal economic terms/concepts e.g. labor, goods, services, profit, stock, tax, tariff, etc.
3. Demonstrate ability to research data and update charts/graphs.
4. Identify examples of government actions by the president, Congress, Supreme Court etc. that dictate national philosophy/values.

Sample Activities:

1. Gather information on the War of 1812, the Tariff of 1816, the Missouri Compromise, the election of 1824 etc. and chart the significant developmental implications of sections or regions.
2. Locate on a map the regions within the United States.
3. List the differences and show area of compromise that work toward maintenance of a nation, then draw parallels to today's emerging nations.
4. Take the concept "expansion" and specifically explain it to include:
   a. the economic "expansion" of goods and services
   b. the links formed to produce expansion **within** geographic sections
   c. the links formed to produce expansion **between** geographic sections
   d. the geographic expansion to produce another section
5. Define "individualism" and list examples of people and/or events that display this concept.
6. Cite examples to show the development of the "WASP" concept as it relates to divisions of native born Americans: immigrants, slaves, etc.
7. Identify the differences between Anglo - and Spanish-American cultures and describe some of the difficulties in combining cultures of conflicting customs.
8. List and cite examples of minority efforts to obtain equality.
9. List and cite examples of protest groups and their various causes.
10. Show examples of political party ideology in everyday life.

Unit IV Regionalism/Conflict 1850 - 1865

Specific Objectives: The student will:

1. Demonstrate understanding of the conflict inherent in the term "majority rule-minority rights."
2. Demonstrate an awareness of how technology precipitates change.
3. Cite examples of the adaptability of the Constitution to maintain the goals upon which our government/nation was formed.
4. Define "anti-slavery"/"abolition" and show the global significance both historically and currently.

Sample Activities:

1. Define "majority/minority" and list problems involved with the concepts of nationalism, human rights, and individualism in the arena of majority rule vs. minority rights.
2. Read selected materials and continue the charting of data on their chronology of "immigration," "slavery," and "human rights" legislation.
3. Construct a map of those states that were free or slave states in 1860.
4. Debate the issue of secession by taking a stance on whether secession was an issue of "slavery" or one of "constitutionality." Arrange such a debate for the entire class to witness.
5. Read specific materials showing the emergence of a "two party" political system.
6. Compare abolition to similar concerns today both in America and abroad. How does the U.S. (pre-1860 compare with the Union of S. Africa in this regard?
7. Research the status of railroads today. How has their usage changed - especially in the past year? Collect maps, timetables, cost, etc. Show use/benefits of railroad to Livonia via industrial belt.
8. Movie: "Transcontinental Railroad."
9. Give a panel presentation on political parties including the role of 3rd parties throughout history.

Unit V - Reconstruction 1865 - 1870

Specific Objectives: The student will:

1. Investigate the role of amendments to the Constitution (as a reflection of the Civil War) and the implications of same.
2. List examples of the effects of changing technology upon people's lives.
3. List reasons why each (North and South) section went to war and what advantages and disadvantages each side faced.
4. Demonstrate understanding of the reasons why Lincoln issued the Emancipation Proclamation.
5. Cite the purposes of Lincoln's Gettysburg Address.

Sample Activities:

1. Expand your chronology of "human rights," "immigration," "slavery" actions and legislation.
2. Compare the intent of the "Black Codes" to similar practices in existence today in the U.S. and elsewhere.
3. Investigate practices introduced in the Reconstruction and categorize them as to their role in the value system of the nation at that time.
4. Re-evaluate the check-and-balance system of our government and the roles of the three branches in relationship to events of this period.
5. Investigate the role of "politics" during this period.
6. Investigate the role of government in the expansion of the country at this time.
7. Reports to class:
   a. The Civil War was the 1st war to be photographed. Do you feel this has any effect upon changing peoples perceptions and/or opinions? Reflect on today's T.V. coverage. What is the role of the media in this respect? Take one example each of where you feel the reporting to be beneficial and/or detrimental to the cause and explain.
   b. Choose a group that is asking for civil rights today. How are these people making their demands known? What avenues of protest are they using? Are they legitimate means? What are the advantages and disadvantages of each?

Unit VI - Industrialization, Urbanization, Immigration 1870 - 1900

Specific Objectives: The student will:

1. Demonstrate knowledge of examples showing the expansion of national organizations and how this "links" the nation together.
2. Demonstrate knowledge of relationships brought about by industrialization, urbanization and immigration.

Sample Activities:

1. Update charts.
2. Brainstorm for conflicts in today's society that had roots in this period of time.
3. Interview immigrants to the United States and report information to class.
4. Movies - "Industrial Revolution in England," "The Industrial Revolution," and "Beginnings in the U.S."
5. Role play simulation to show "advantages" of mass production and division of labor vs. individual craft.
6. Devise an "ideal" city to allow best use of land, and to accommodate both industrialization and urbanization.

Unit VII - Imperialism 1885 - 1905

Specific Objectives: The student will:

1. Recognize and explain examples of imperialism.
2. Differentiate the fine line between colonialism and imperialism.

Sample Activities:

1. Brainstorm lists of those countries that are examples of colonialism and those that are examples of imperialism.
2. Show on world maps:
   a. dollar volume of imports
   b. dollar value of exports during this period
3. Fill out maps illustrating the relationship between American immigration and foreign policy patterns.
4. Show on maps examples of our territorial acquisition outside of the United States.
5. Draw comparisons between the U.S. nationales for colonialism and those of Britain and France.
6. Compare two current events in the world today that touch on "territorial integrity."

Unit VIII – Progressivism 1900 - 1915

Specific Objectives: The student will:

1. Define the philosophy of the Progressives.
2. List and explain the reforms of the Progressive philosophy.

Sample Activities:

1. List examples of government "controls" deemed necessary for the benefit of the people and compare this list to controls of today in such areas as import and export.
2. Research and list examples of America's foreign policy during this era as represented by the Panama Canal, Roosevelt's Corollary to the Monroe Doctrine, etc...
3. Read and discuss selected historical materials which show the social, political, economic stances of Asian and European countries that are in direct relationship with or conflict to American foreign policy.
4. Locate from papers, magazines, etc. any 3 current examples of lobbyist action at Federal and/or State levels.
5. Collect examples (photos, ads., documents etc.) giving evidence of governmental "attempts" at control (e.g. speed limits, temperature regulation, tax incentives to aid in energy conservation).
6. Divide class (pro and con) and simulate various lobby groups influential in legislation on a current national topic.

Unit IX - World War I 1915 - 1920

Specific Objectives: The student will:

1. Recognize national goals and the issue of fighting for these goals.
2. Compare philosophies of presidents to reflect their roles in this position.
3. Display a knowledge of European countries involved in World War I and show them to be "allied," "central powers," or "neutral."

Sample Activities:

1. List in chronological order those events instrumental in bringing the United States into World War I. How did European countries react to our entry into the conflict?
2. Construct maps of Europe to show the divisions of power during World War I and post World War I.
3. Assume that the United States has been conquered by another nation. List the ways in which you think your life might be different than it is today!
   By the U.S.S.R
   By the Peoples Republic of China
   By South Africa
   By France
   By Great Britain
   Topics: Political, social, economic etc.
4. Write a paper showing what technique of conflict resolution might have been used to avoid World War I. What parties would have been involved? What compromises would have had to be made? How would this have changed the inevitability of World War II?

Unit X - Roaring Twenties 1920 - 1929

Specific Objectives: The student will:

1. Offer evidence of America's action/reaction to post war times via "changes" in the national mood of reforms of Prohibition and Suffrage.
2. Investigate the role of technology of the times and site evidences of change.
3. Examine and react to data that supports the possibility of the development of intolerance (e.g. K.K.K., immigration legislation, the Red scare). Is this evidence valid today?
4. The student will demonstrate a knowledge of the "Wall St. Crash"/"Great Depression" and the economic concepts involved.

Activities:

1. Research arguments for and relate them to the most recent local state law on "drinking age."
2. Research Woman's Suffrage and relate that to present issues (e.g. E.R.A., Women's Rights) that have recently been in focus and future items that are being pursued.
3. Report on "technology" and show how the technological "improvements" during the twenties are a source of some of today's problems. Is technology good/bad? (Should it be?) What technological changes did not work? Why?
4. Class discussion using "protest groups" as focal points. What groups? Why at this time? What is being protested? Results of protest? Comparison to protest groups today?
5. Update data on charts.
6. Movie and/or filmstrip: "Roaring Twenties."
7. Panel discuss the topic: "The federal role is a debatable one: How far can/should the federal government go in legislating and funding programs for local communities?"
8. Collect photos, paintings, home snapshots etc. showing what family life was like. Interview your grandparents or their contemporaries. Do they remember the "roaring '20's" as a happier period than any others?
9. Present a program of American music of the time. Contrast it with European music of the same time. Were there such things as "world favorites" or "global hits?"

Unit XI - Depression and New Deal 1930 - 1939

Specific Objectives: The student will:

1. Read, research, and provide a frame work of the New Deal concept.
2. Display evidence of an understanding of employment, unemployment, profits, taxes, welfare.
3. Show how the role of president under F.D.R. took on new meaning and power.
4. Examine the role of government and list what were the social goals at that time.

Sample Activities:

1. Research, write and present to class a description of one of the acts or agencies of the New Deal. Report should tell purpose and outcome.
2. Compare F.D.R.'s ideas and mode of operation to President Carter's and President Reagan's: cite likes and differences. (Include "goals" of government.)
3. Recognize "groups" that had power during F.D.R.'s time. Make a similar list of groups in operation today. Are their aims similar? How are they different? What is the status of their power.
4. Interview people (parents, grandparents, etc.) who lived during the depression and get their impressions of this time (NRA included). Have them draw parallels to today's economy or state of the nation.
5. Locate from current news items evidence to show similarities and differences between the depression of 1929 and current economic conditions.

Unit XII World War II 1940 - 1945

Specific Objectives: The student will:

1. Increase awareness of change as it occurs in American attitudes toward other countries (e.g. Germany, Italy, Japan).
2. Identify social changes as they pertain to urban life (e.g. sudden migrations of workers to the city).
3. Examine attitudes and actions toward German-Americans and Japanese-Americans during World War II.
4. Identify the strategy and the moral issues involved in using nuclear weapons.

Sample Activities:

1. View Movies:
   "Guilty by Reason of Race"
   "The Decision to Drop the Bomb"
2. Read the book: **Hiroshima**
3. Write a short paper to reflect the content of either the above. Issues to be concerned: What is being spotlighted? How are the issues of good against evil brought out? What are the moral issues and how do these compare to the issue of today's boat people?"
4. Debate the issue of "relocation" of American-Japanese during World War II.
5. Fill in a map of Europe showing the line-up of countries before and **after** World War II.
6. Interview people for their reactions to Pearl Harbor. (Parents, grandparents) Report to class.
7. After a presentation by teacher on Kohlberg's Stages of Moral Development, discuss various moral assessments of nuclear warfare, suicide of spies or political figures, medical intervention in life processes etc.
8. Research and present as dramatic a program as possible on "The Holocaust."

Unit XIII Global Implications - Past to Present

Specific Objectives: The student will:

1. Recognize and identify those events that are current and that have implications for the interdependence of nations.
2. Recognize and identify those rights that are the basic human rights approved by the United Nations (signed by all member nations).
3. Recognize and identify those problems in the world that are considered to have global significance/implications.

Sample Activities:

1. Trace the establishment of Zimbabwe through various forms of media.
2. Trace the strategies of auto workers and companies in their search for protection from foreign cars.
3. Evaluate the process of 1980's Presidential Primary Elections and the possible emergence of an important 3rd party.
4. Estimate - with data - the chances of Quebec, Canada, as it proceeds toward a vote on separation.
5. What is the current status of immigrants (refugees) e.g. "boat people" and Cubans?
6. Read "Background Notes" on Liberia and collect news articles to follow events of government's change in power.
7. Participate in a Model United Nations.
8. Participate in simulations to increase understanding and awareness of the Holocaust, of world hunger, the Model U.N., refugees, and/or terrorism.

SOCIAL STUDIES/SEQUENCE III

UNIT SOCIAL STUDIES

I Introduction: Historical Concepts

1. Political Philosophies: (Past, Present, Future.)
2.
3.
4.
5. (Global Issue #1)
6.
7.
8.
9.
10.
11. Other Political Concepts
12.
13.
14.

II Socio - Political

15. (Global Issue #2)
16. Inter-Nation Simulation (INS)
17.
18.
19.
20.
21. Urban Environments: Past, Present, Future
22. Architecture: Form and Function
23.
24.
25. (Global Issue #3 (Great Lakes Model U.N.)
26.
27.

III Biological/Ethical

28. Biological Ethical Issues
29. Exs. of Moral Dilemmas in:
30. • Community Life & Health
31. • National Affairs
32. • International Issues
33. •Science

IV. Technological - Public & Private

34.
35. (Global Issues #4)
36.

37.
38.
39. Conclusions: Advantages, dangers, spin-offs

40. Final Exam

WEEK ENGLISH

I Historical Concepts: Futurism & Government

1. Introduction to Futurism/Vocabulary of Futurism
2. History of Futurism
3. How the Future Became Foreboding
4. An Age of Convulsive Change
5. (Global Issue #1)
6. The Basic Principles of Futurism
7. The Terrors of Tomorrow: Realities and Bugaboos
8. The Shape of Things to Come
9. Methods for Studying the Future (Trends, X-Index,
10. Matrix, Future Wheels, Tree, Delphi Method, Scenarios)
11. Future Values
12. The Uses of the Future
13. Futurists and Their Ideas
14.

II Socio - Political

15. (Global Issues #2)
16. Futurist Articles: "The Human Races Who Live on That Lovely Little Earth," "Future Values for Today's Curriculum," "Future Chic"
17. **Animal Farm** (Orwell)
18. **Lord of the Flies** (Golding)
19. "Utopia, Dream or Reality?"
20. **Alas Babylon!** (Frank)
21. **1999:** "The World of Tomorrow"
22. **1984** (Orwell)
23. **1999:** "Work in the Year 2001"
24. **Brave New World** (Huxley)
25. (Global Issue #3) (Great Lakes Model U.N.)
26. **Death of Everymom** (Towell)
27. **Hamlet** or **Death of a Salesman** (Miller)

III Biological/Ethical

28. "Is Anyone Out There?"
29. **Ecotopia** (Callenbach)
30. "Science and Human Values"
31. **The Terminal Man** (Crichton)
32. **1999:** "Projected Developments Related to Medicine"
33. **Deep Range**

IV Technological

34. "We're Being More than Entertained", "The Murder"
35. (Global Issues #4)
36. **R.U.R.** (Capek)

37. I, Robot (Asimov)
38. "Humanity vs. Fiction"/1999: "Architecture Beyond 2000"
39. Conclusions: Problem Solving: Adaptation to Change/Decision Making
40. Final Exams

Notes:

A. Each week, one day (usually Monday) is reserved for current events discussion. Every student has a subscription to **Newsweek.**

B. Global Issues 1981:
   1. Global Security
   2. Global Disasters
   3. G.L.I.M.U.N.
      (Great Lakes Invitational Model U.N.)
   4. Changing Roles and the Family

Title of Unit: Social Studies: Sequence III

General Objectives: The student will:

1. Explore, evaluate and choose among future possibilities.
2. Examine inter-relationships between social, biological, and technological trends in the past, present, and future.
3. Perceive the interdependency of the people and systems of the global community.
4. Improve skills in critical thinking, basic research, techniques, and problem solving.
5. Identify future dangers and opportunities.
6. Examine the ideas of major futurists and the methods of futurism.
7. Become aware of the concept of change.
8. Identify possible modifications in human behavior necessary for the future.
9. Be able to formulate 3 or 4 fundamental human questions and show how global artists have attempted to answer them.
10. Recognize humanity's potentially positive effect on the environment.

Introduction (4 weeks) Historical Concepts: Futurism

Specific Objectives: The student will:

1. List and explain 10 future values for education.
2. Name and explain the main ideas of 3 prominent futurists.
3. Identify and be able to use five futurist techniques.
4. Acquire and be tested on a given vocabulary list for futurism.
5. Examine methods of problem solving and use these methods.
6. Explore the relationship between futurist techniques and personal life planning.

Sample Activities:

1. Simulation: "The Human Races Who Live on That Lovely Little Earth."
2. Read article, "Future Values for Today's Curriculum."
3. Read article, "Future Chic,"
4. Using problem-solving methods (from hand-outs on futurist methods) students will attempt solutions to specific given problems.
5. Examine a list of future trends. Expand this list with your own ideas.
6. Examine the hand-out "Toward a Dictionary of Futurism." Over a period of one card-marking, add as many new futurist terms (and their explanation) as you can find; finally consolidate all the suggestions of the class in one pamphlet.
7. Try the exercises on personal life planning found in "Personal Life Planning" - "Expanding the Realm of the Possible" (Futures Information Interchange, University of Massachusetts, pg. 17).

8. What is a "futurist?" What is his/her defining role? What skills does he/she require? How can these skills be taught? Read about 3 futurists (minimum). Write an essay attempting to answer the previous questions. (See "What is a Futurist?" in **Futures Information Interchange**, p.1).
9. Design a graphic model for a cultural system showing a picture of the culture as a whole and the interrelationships among the parts.

Title of Unit: "Sociological Aspects"

Time: 17 Weeks

Specific Objectives: The student will:

1. Examine the advantages of becoming a politically aware and involved citizen.
2. Increase ability to gather data and evaluate information on current political, social and economic issues.
3. Increase understanding that the responsibility for the working of the democratic process rests ultimately with the people.
4. Increase ability to use methodologies of futurists in determining future structure for government.
5. Be able to describe the functioning of her/his own city and state government.
6. Be able to explain the functions and relationships of the executive, legislative and judicial branches of the federal government.
7. Be able to explain the development and functioning of political parties in the U.S.
8. Report on the major issues confronting the political, social, and economic structures of the U.S. and propose possible solutions to the problems involved.
9. Trace the development of U.S. foreign policy and analyze the current role of the U.S. as a world leader.
10. Demonstrate an awareness of current events and discuss their possible significance.
11. Be able to explain why individuals will always be responsible to balance the requirements of law against moral obligations.
12. When discussing issues pending before the United Nations, Congress or State legislatures, be able to decide when compromise and cooperation are either possible or desirable.
13. Be able to state that war is only one way of resolving conflicts between nations. Also be able to design nonviolent methods of resolving conflicts between nations.
14. Deal critically and analytically with the concept of sociological change as found in specific given literary works.

Sample Activities:

1. Play simulated game "Star Power," and debrief.
2. Read novel, **Alas Babylon,** and discuss functions of government as evidenced as suggested alternative solutions.
3. Read novel, **Animal Farm,** and discuss foundation of society/government.
4. Read novel, **1984,** and discuss "Does one's viewpoint enter into prediction and is novel utopian or distopian?"
5. Read novel, **Walden II,** and discuss "Does one' viewpoint/ perception enter into prediction and is novel utopian or distopian?"

6. Compare **1984** and **Walden II** for differences and similarities and show relationships to the role of government in any society - past, present, and future.
7. Play the simulation game, "Global Futures Game", and debrief.
8. Read selected supplementary materials.
9. Research and collect materials for model United Nations.
10. Collect a series of events or actions in history that may be judged wrong or ill-advised, then draw applications to present situations while balancing an appreciation for the good in people with a knowledge of humanity's weaknesses and potential for evil.

Title of Unit: "Biological/Ethical Aspects"

Time: Six Weeks

Specific Objectives: The student will:

1. Consider global problems of food and population as they relate to biological/ethical aspects of the future.
2. Examine and evaluate major advances in science toward the year 2000.
3. Attempt to link scientific developments and abstractions to social developments and human values.
4. Explore some of the ethical questions raised by specific groups/professions (e.g. medicine, business, law, education, religion) in light of biological revolution.
5. Experience and evalute the difficulty of decision-making via simulated conditions.
6. Research forms of biomedical research now in progress.

Sample Activity:

1. Follow the Units - "Is Anyone Out There?"
2. F/S series "Science and Human Values."
3. Read **Brave New World, 1984, Ecotopia.**
4. Examine chart "Projected Developments Related to Medicine" (pp. 83-4 - **1999** etc.) From time to time, add to this any ideas you may pick up until you have a large chart.
5. Construct survey instrument appropriate for obtaining information on topics such as: "Right to Die Law," "Organ Transplants," etc.
6. Compute data and make a report using statistical skills.
7. Participate in **Newsweek's**, News Focus Unit, "The Right To Die."
8. What is "cryogenics?" Do the advantages outweigh the disadvantages?

Title of Unit: "Technological"

Time: 7 Weeks

Specific Objectives: The student will:

1. Identify and describe a minimum of four future dangers and four opportunities in technology.
2. Identify several main trends in technology and the global impact of these developments.
3. Become more aware of the power of the computer.
4. Show the inter-relationships between the computer and the media and the computer and the economics of nations as well as the world.
5. List ways in which the computer will affect life style, values, and behavior, and predict the social, economical, political, and environmental consequences of same.
6. Suggest alternative futures and categorize them into possible, probable, and preferable.

Sample Activities: The student will:

1. Gather information on the history and growth of the computers.
2. Research the growth of the computer industries.
3. Take a field trip to a computer center of a large business.
4. Read the **Eco-Spasm** Report.
5. Compile lists of the various types of businesses, people, institutions that are served by the computer.
6. Brainstorm ways computers have changed society and rank order from most beneficial to least beneficial.
7. Take list (#6 above) and discuss trade-offs involved.
8. Write a report on any phase of computers to show the economic impact of that phase upon world economy.
9. Examine the "spin-offs" from the U.S. space exploration program. Have the advantages out-weighed the disadvantages?
10. How has the technology affected food production and/or processing? Collect a series of advertisements which show how discoveries in high technology impact the food industry.
11. On a chart, show how developing technology has and will affect such areas as transportation, communication, entertainment, education etc.

Title of Unit: "Conclusion: Conflict Resolution: Adaptation to Change"

Specific Objectives: The student will:

1. Identify methods of resolving conflict.
2. Make a concluding list of personal adaptations to be made in the next 5, 10, 20 years.
3. Articulate (orally or in writing) the conclusions he has reached about change for the future.
4. Become more aware of personal values, how they conflict in society, and what constructive conclusions can be reached.
5. Be encouraged to maintain an optimistic attitude toward the future despite the serious dilemmas facing global societies.

Sample Activities:

1. Do the simulation "Dilemmas of Change."
2. Do one of the activities listed on "Culminating Activities." (see p. 62 of pamphlet "Guide to Science Fiction").
3. Education is vital to the future. You are a part of this system. Imagine you are already a voting, decision-maker in your community and role play the game "Why Futurized Curriculum, Anyway?"
4. Consider all you have learned these last 3 years. List what changes you will have to effect in yourself in the next 5, 10, and 20 years.
5. **Future Skills:** Below is a list of skills that have been suggested as important for individual success in the future by Toffler and other futurists.
   a. The ability to understand computers
   b. The ability to form close relationships quickly and to leave people with minimal discomfiture on both sides.
   c. The ability to solve environmental problems
   d. The ability to get along with people from different cultures
   e. The ability to change beliefs and attitudes quickly
   f. The ability to change jobs easily and learn new skills
   g. The ability to deal with rapid change
   h. The ability to fill up increased leisure time
   i. The ability to cope with rapid technological advances

   Discuss in a small group, which of these skills you think you have acquired. Which of these is not especially important, and which should be there but aren't?
6. Follow the directions on Crichton's **The Terminal Man.**